

**Questions and Solutions:  
The Problem-Solving Process and Interventions  
for a Continuum of Services**

**Session 9**

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# Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services

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Breakout Session 2

1:00 pm - 3:00 pm

The Content Literacy Continuum:

A Complex Ecosystem to Address the Literacy Needs of All Students

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Kendal Hunt

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00:00:00

Mr. Manthy: Hello, oh, oh I'm the worst with a microphone and I'm even worse with a webinar like when it's online cause I just cannot hear how loud I am. So to me that sounds okay but I don't know. Hi I'm Tom Manthy. I'm just going to introduce this session this afternoon. It's focusing on the content literacy continuum, and when I came to work for the state in 2005 the state had already been granted a grant from the federal government to develop the content literacy continuum. And that was actually maybe even a little ahead of when we were really talking about tiered interventions at that time. The Rtl project was, was just kind of starting to form around that time and NASDE had developed its tiered intervention framework. I forget what they call it.

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Mr. Manthy: And almost immediately when I got off the, I don't know did I get off the plane or did I drive here? I guess I drove here, one of the first people I met was Diane Gillam and she at that time even though it wasn't her job was trying to manage the, this new grant. And I think she was glad that someone else showed up, but so I've known Diane Gillam for, from the beginning of this grant. And not long after that I met Kendal and Donald Latham who are, Kendal is a reading specialist at that time at Liberty Middle school, which was one of our first demonstration sites. So in 2005 we set up two demonstration sites, one in Hanover County a middle school and a high school, and one

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in Botetourt County a middle school and a high school. And at some point I think we stole Kendal away from Hanover County. We, we've tried not to do that too much but we have done it a little bit we apologize.

00:02:00

Mr. Manthy: But actually we only had her for a little while, so she, she went to work for the University of Kansas, but, and I know that you guys saw them earlier today. Since then we've had another grant, they actually changed the name of the grant. It used to be a state improvement grant, now it's a state personnel development grant with the worst acronym that we pronounce a SPDG. And so we just started our second SPDG, and we have schools in lets see if I can remember everywhere. Botetourt County, which was one of our first demonstration sites has an independent site now. We're still working with Hanover County and now we're also in Culpepper County, Manassas City, and Tazewell County. And without any further ado I'm gonna turn it over to Kendal and Diane.

Ms. Gillam: Turn it, turn it off till I get it--

Mr. Manthy: Is it too high?

Ms. Gillam: No I just don't want to make all that noise.

00:03:00

Ms. Gillam: Turn it off, but that's okay. All right, all right so as you can see and as you have heard we're gonna be talking a little bit deeper in our discussion around the content literacy continuum. But I think it's always good to have a little after lunch humor.... So now that you've had your chuckle I want you to now look again and think about the levels of literacy that you would need to have to be engaged with this particular cartoon. So even though it is very simplistic it really isn't. So I want you to just take a couple seconds to reflect, and then I'm, I think that we are a small enough group that we can kind of call this a small group to have conversation.

00:04:02

Ms. Gillam: So I'd like for you to share what were some of your thoughts when you went back and looked at the cartoon through the lens of literacy. Absolutely, you have to know just the basic of what, what is philosophy? And then to make that sort of what's appropriate so what is appropriate? Right? Okay I know there is one speech language pathologist in the room, but for some of you who may be at the elementary level what is another query that you might have with regards to what's in this particular cartoon? I'm thinking more in the area of processing. Just blurt it out.

00:05:00

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Ms. Gillam: We have Plato who is a philosopher, and then what did you all laugh at? Play-Doh, so what could that signify? Go ahead. Deepa you want to go one more level? Exactly, auditory processing, discrimination. I sat with a child many years ago and I still remember he said, my teacher keeps talking about maple leaves. Maple leaves Ms. Gillam, why does she keep talking about maple leaves? The teacher was actually saying make believe. Make believe.

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Ms. Gillam: So we just never know. Okay, any more reflections you would like to have around this particular cartoon? Anything else that comes to mind? Exactly, that's right well and you know, we talk about different levels of literacy and processing with my background being in learning disabilities one of the things that I had questions about were could he read his schedule? And can he read the clock? Did he get in the wrong class at the wrong time? Maybe he has some spatial awareness issues, maybe it's he took the left and went down the wrong hall but he got the second door on the right. That's another possibility that makes it funny.

00:07:00

Ms. Gillam: We can give the student a little credit because what do we see in the bubble up above? Yeah, he finally does realize. Okay, now we're gonna move ahead, maybe. Okay Juan said target right here. I guess not. I'm pushing the right button. So I'd like to share with you this is our goal, not gonna read it to you. You can read it yourselves, but this is what all of our work is about. The words, phrases that are underlined, a school wide approach to improving literacy standards, and then also you see highlighted to meet higher standards. So we certainly are with the mindset of getting students across the graduation threshold, and giving them options.

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Ms. Gillam: Now I'd like to do kind of a little orientation with you with regards to what you have on your table. So you should have three handouts on your table. The first of which is for you to have a little background of the people that are going to be talking with you today so you have their biographies. The second page you should have is actually a note-taking page where you will see these three questions, which are going to be our advanced organizer in setting the stage for what we propose to answer today as we go through the information. And as you will see you have a place to take notes, and also to identify any action that you want to take as a result of it. Another handout you have, which will be the other two handouts you have will be explained by the presenter as they move through the presentation.

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Ms. Gillam: I will just you know, put a little note in here that this morning we shared with you the unit organizer routine. In this particular session you'll have two additional routines shared with you. One is called the framing routine, and then the other one is the concept mastery routine, so those are the handouts that you should have at your table, and they are all white paper, sorry about that. So I'm gonna go through the three questions because as I said these will be the questions that we are going to strive to answer and give you information on today. The first question is what are the challenges and benefits related to the adoption or implementation of a framework with evidence-based practices? Still carrying through with some of the information from this morning.

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Ms. Gillam: Number two is how and why should student performance data shape educators' professional learning? Number three, how can we equip content area teachers with the skills necessary to one, utilize effective literacy practices in content area classrooms, and two support content area teachers to access material and knowledge? So these are the three questions that through the course of the next hour or so that we will be working to provide an answer for you. Please feel comfortable enough to ask a question or make a comment with the presenters as we move through. So without any further ado I'm gonna turn this over to Kendal.

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Ms. Hunt: So what we want to share with you today is the content literacy continuum. And with this tiered framework we have five levels that we work in, and so I'll just give a brief overview of the levels and then the educators from the schools that we're working with are gonna dig deeper into these levels and share with you some of the things that they're doing in their buildings at each level. But the content classes, first level we have enhanced content instruction and level two we also have embedded strategy instruction. So our level one and two are like RtI tier one. This is for everybody in the CLC schools. And in level one we use the content enhancement routines from SIM, the strategic instruction model as our evidence based practice for everyone.

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Ms. Hunt: Level two, embedded strategy instruction, again the evidence based practices that we use there are the SIM learning strategies. Then we move into level three, intensive strategy instruction. Again this is more like RtI tier two, and this is where we provide small group intervention for students using learning strategies. Again that's our evidence-based model. Level four, basic skill instruction. This is where schools have programs like Wilson Reading, Read 180, Fusion Reading, the schools choose the level four intervention to address basic skill needs. And level five is therapeutic intervention, and this is where we have a full time speech language pathologist in each of our, our buildings working with all students.

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Ms. Hunt: And we have Deepa here today, and she'll share more about her job working throughout all five levels of CLC with students and teachers. Of course now this is not gonna work. All right so just to reorient you from this morning the evidence based practice that we're gonna hone in today is SIM, the strategic instruction model from University of Kansas Center for Research on Learning. And really again we're embedding and integrating all three sides of this triangle where we use the scientific research that all the learning strategies and content enhancement routines have to back them up. Along with all the teacher expertise and definitely meeting the needs of the students in the schools. So as I said SIM is our evidence based practice that we're using and it has two parts, it has learning strategies and content enhancement routines.

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Ms. Hunt: And just an example of a learning strategy, this is word mapping, and it's a morphological analysis of words. It's something that can be embedded at level two, all teachers are teaching vocabulary. All teachers can work with prefixes, suffixes and roots, and have students understand the phonemic morphological parts of the words. And each of the learning strategies has a pneumatic device to call students to action, so word mapping the pneumatic is maps. And then just to orient you with effect size the research that's been done with word mapping gets an effect size anywhere from .50, which we know is above the hinge. So it's, it's good, it has more than the average effect on student achievement all the way up to .78.

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Ms. Hunt: And then another routine that we use is the question exploration routine, which helps students dig deeper into unpacking critical questions that they need to answer for a course. And here are the effect sizes that have been given with research to question exploration routine. So some pretty large effects both with students with disabilities and students without disabilities for both of these SIM routines and strategies. All right, when we adopt CLC, when schools adopt CLC they move through four phases of adoption. We have the exploring where we really just have an awareness and take stock of what's happening in the school before any new work is started. There is also the commitment to participate in the adoption process.

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Ms. Hunt: We work on buy in, so awareness with teachers, what's this gonna look like? What's coming next? And then we move into a planning phase, and so that's when we start to prepare for professional learning based on the school's needs. And then we move into implementing where we're gonna build capacity within these divisions so that they can start to have teacher leaders. They can nurture and foster teachers to become SIM professional developers so that they will then be able to move into the phase of

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sustaining and refinement where they'll be able to continue on these efforts without the external support. So the seven folks that we have with us here today are in different phases of adoption with CLC, and so when they introduce themselves and speak to you they're gonna let you know where their division is within the phases of adoption.

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Ms. Hunt: So that you'll have an idea of where they are along this continuum, okay. All right, I'm gonna turn it over to Michaelene Meyer. Okay it's not really working I'll leave it there.

Ms. Meyer: Nope not gonna work on the backside either, good afternoon. I'm Michaelene Meyer and I'm the deputy superintendent for curriculum and instruction in Manassas City Schools. That's in northern Virginia if you're not familiar with where Manassas is. And I've been fortunate to be involved with the project for the past three, three years now? Three years are we? Yeah three years, three years. I went backwards. I did. There we go. Here we go.

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Ms. Meyer: To let you know a little bit about Manassas and why we choose to be involved with the CLC project, if you look at our demographics and then you look at the students in our special programs you begin to see that we have a huge challenge when it comes to student academics and achievement. And when we started this process three years ago I believe at that point in time we were 38 percent ESOL, we've done intensive work with our ESOL program with CLC being a big part of that over the past three years. And are really doing well with exiting students out of our program. This past year with our ESOL students in terms of our WIDA results 95 percent of our ESOL students made their progress measure, and 20 percent of our ESOL students exited the program. And we do believe that CLC along with some of the early primary initiatives that we've put in place are having an impact for those students.

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Ms. Meyer: When I first saw this grant come across my desk I'm rather old, and in the early 90s as an elementary principal I was in Nebraska. Which is right next to Kansas if you know you're geography. We were doing a great deal at that point in time with moving towards more inclusive practices in special Ed., and I sent one of my special Ed. teachers down to Kansas to an institute on some strategies at that time that were being used with special Ed. students that were having great impact. She came back and those happened to be these strategies, SIM strategies in terms of the different graphic organizers that we were using. And she began to use those with LD students, and we were seeing amazing things happen with our LD students at the time. And because we were moving towards inclusion these LD kids were taking these graphic organizers back in the classroom, and the classroom teachers were saying, well what's that?

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Ms. Meyer: It's really working with those kids don't you think we should use those with everybody? To which inclusion took off, cause that special Ed. teacher was all of a sudden part of the team in terms of assisting everybody academically in the classroom. So when it came across my desk, the grand did, and I was looking at it and I said, oh my god I know what that stuff is. And began to make the call to Tom and said, Tom you know, I'm not interested so much in this for special Ed. kids I'm interested in this for my ESOL population. Because they need those same things, we need that same information. And then I went to Dr. Saunders, the middle school principal at that time, the previous principal at the high school and we began to look at this. And there was consensus building that we needed to have a framework that could be used across the division to help support our demographics.

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Ms. Meyer: And you'll see from this, from this is our spring results that we, we're not there yet. But we do believe across the board that this is going to really help us, help us get there. This is why transition becomes a double issue for us in that we don't have a normal transition of a K-five elementary, a six-eight middle school and a nine-twelve high school. We, our little guys and our little gals get an extra transition here. So they're five years comfortable in that middle school, or in the elementary, and then they get two years at fifth and sixth grade, and then we're moving them up to another building for seventh and eighth grade, and then we move them into high school. Well surprise surprise why would you not think there would be problems in terms of instruction because you've got all these issues, both vertically and horizontally in terms of learning. So we loved the thought of this in terms of that this was a middle school-high school connected project, which would help us with transitional issues for our students.

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Ms. Meyer: Right now we're seven-twelve, but this next year we're gonna be working with our center folks to bring sixth grade on board with this framework so we can kind of start closing the gap even a little bit earlier. So think carefully about your transitions as you think about that. That's the beauty of a model that's going to be consistent for the kids across levels. This kind of talks to it about the consistency and the alignment of instruction, that instructional framework. And this is my seventh year in Manassas, coming in seven years ago there was no framework for literacy at all in the division. All five of the elementaries were doing their own thing. We had just moved to the five-six building, that was the first year that I was there. And then the seven-eight, and there was really a need to get everybody on board, and something like this.

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Ms. Meyer: I've often seen it addressed in the research that sometimes it doesn't matter so much which framework or which model you pick. What matters is you pick one and then you implement it with fidelity, and you stick with it, and that's the only way you make the, you make the gains happen. We happened to fall into this one with the support structure in place, it was connected with VDOE. We knew it would be long term and supportive, and we said this makes sense for us. This is just a little bit of history in terms of in '06-'07 which was my first year I began to pull the elementarys together. And we began to put into place in literacy a balanced literacy model of instruction. We focused on instruction, not the textbook series, not the resources. We focused on instructional practice in terms of again best practices in early literacy with you know, the five components of the research.

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Ms. Meyer: In eight-nine we brought the third and fourth grade teachers, the following year we brought the fifth and sixth grade teachers on board, and that was when the CLC grant came forward. And it was like this is what we need next, so it's like one of those things that comes across the desk. We were struggling with well what will we do with seven-twelve. This one came, it gave us something that we could implement, that we could, we could work with successfully and have good solid resources to support us through the process. And the one thing about this, this grant piece I'm going to throw in here, because one of the future people coming up here really helped me write our grant. And Jocelyn, I was on the phone with Jocelyn, cause that's the advice I got from Dr. Manthy, and she helped me with putting it together and knowing how to do that in the, the relationships that are being built with the divisions that are in this grant as one of the beautiful things about being a part of this adventure.

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Ms. Meyer: So you have partners in other places. We love getting back together with the people that we're meeting to find out how they're doing and what we can learn from them. So that is another really really strong benefit of this particular model coming out of VDOE. I just have to plug that in because it's really great. This just goes back to the four stages that Kendal shared with you and what we were doing in terms of ours. In, in terms of this if how many of you are central office? No central office, okay really pay attention because you want to talk to your central office people about this. Because again the research is going to tell us that initiatives like this work when there is top down support and bottom up agreement this is where we need to go. That gives you that sweet middle of everybody supporting you from top.

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Ms. Meyer: Initiatives fail primarily because the system isn't supporting the school adequately enough to make it happen. So you've really got to have good top down

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support for this and buy in right along with teachers being ready to take that forward. And one of the things I heard over and over when I first came to Manassas was well how long are you gonna stay? Because again initiatives take five, at a division level they take seven to ten years to really embed. At a school level based upon the school you're at, in an elementary school it takes you around three years. Elementary teachers are just so collaborative you can just make it happen like that. When you move to middle schools you're looking more at a three to five year. When you move to a high school you're looking at five to seven years.

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Ms. Meyer: And when you move to a system it's seven to ten years, and what normally happens at a division level within seven to ten years? It changes, it changes, so it is very important as you're thinking about this that you really have that solid support at the system level, and that you embed and really work hard at the school level to say it doesn't matter. We're gonna stick with this because we see it working for kids, and your leadership at the school level has to be strong enough and vocal enough to say, no this is working. Look at our data, and that piece may have, may be there for you when you're talking seven to ten years. So that's something for you to think about as you go back and you talk with your central office leadership about this, and then call me and I'll talk to them.

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Ms. Meyer: So love to do that. It has to be built, this kind of initiative has to be built in a way that you can get sustained, so if you have a school level improvement plan it's all over your school improvement plan. In every single action plan you've got this focused in there cause a new person coming in is gonna start working with your improvement plans. And this is it, this is our improvement plan. It's been in our improvement plan for three, four or five years, and these are our results. We're gonna keep working with it. You want, when you have that support at the top you want to be sure it's embedded into the strategic plan, into the district's comprehensive plan, so that again new leadership coming in sees, oh this is something I've got to work with when I first come in. and at least you have some measures in place that will support your initiative. Whether it's this initiative or any initiative.

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Ms. Meyer: I'm talking about any initiative in general. Those are things that you as school leaders want to be sure that you are communicating very clearly so you can protect the work you're doing, and you can protect teachers through the process. Because teachers get really really tired of having initiatives started and then yanked out from under them. Agree? And our kids suffer. So anything you're going in an initiative, you've got some going on right now. You go back and start looking at this and saying,

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you know what? It's not in our school improvement plan solid enough, and we need central office support on this. Cause that's how you're going to make those gains that you need down the road. Some other resource pieces that are really essential is again the fiscal resources that you're allocating some funding, and just some ideas here on this too is that in working with the state department there are pieces that they are supporting financially.

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Ms. Meyer: But you still got to find some money in your own budget to support this also, through teacher stipends for some of the work that they're doing. For substitute teachers the state has helped us with that but we've, we've done a little bit more sometimes with sub-teachers. And one place that you can put that is in your title two grants. If your schools, any of your schools or your division is in school improvement this initiative could be used in terms of professional development and support for teachers through your title two grant. So whoever is in charge of your title two grant in your division is somebody that you can pull in to support your efforts also. Human resource very, very clearly up front when we talk to our school board about this, it was important for us to say these are positions down the road that we see that we're going to want to include.

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Ms. Meyer: And we wanted to add literacy coaches to both of the buildings, and we've been able to do that. And then also the speech pathologist the role, and Deepa will talk about that in a little bit, that the role that she plays is very different than what we normally think of for speech pathologists. So it's like an extra position in some ways that you may have to negotiate in. and then we have some CLC lead positions that the grant has helped us support too, and then also just that whole time factor. Any initiative that you're putting in place you've got to be sure that you've got some built in time for all of the professional development and the time for teachers to have reflective time together around what they're learning and what they're seeing in student results. So again thinking about that, reorganizing the calendar. One of the things we've very excited about for next year is we've been able to negotiate late starts.

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Ms. Meyer: Once a month late starts that are strictly for school improvement team planning and process time, so along with our professional development days that have been built into the calendar we're now building in that extra meeting time that staff can come around the initiative and talk more in depth about what they're learning and doing with kids. I've talked about some of this already. Keep it in the forefront; this is something that I think that I've failed to do as successfully as I needed to. In retrospect I would have had this in front of the board at least twice if not three times a year in some way to show them what we were doing so that the community was more aware of the

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initiative. And I really fault myself on that one. Hold your principals accountable as well as your school leadership teams in terms of supporting the initiative and getting the right, the right people in the right places to make that all work.

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Ms. Meyer: I kind of talked about this first one. Prepare for that possibility of a change in key leadership, okay and that includes not only at the central office level but at your principal level. Okay because we had a switch over with principals, and when we hired our new principal we said we got an initiative in place and you're not changing it. You know, so that's an important piece. Don't assume that successful process or progress in the early phases guarantees you're gonna make it. You've heard of the implementation dip? We had a change in leadership this, this year and the conversations that started up in terms of well how fast will this be gone started like that? I guess we don't have to do this anymore, you heard that?

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Ms. Meyer: You're saying you've heard that? That's why it's so important to do some of those preliminary pieces when you start on an initiative. Stay alert and focused on keeping your ducks in a row at all times. I mean monthly meetings, check with your leadership people. Be sure that you're moving forward, and the more thoughtful and well planned you are from the start will make the difference. It's all about the planning up front. Which is why the first year of the initiative when they said it's exploring and planning we kept hearing well when are we gonna get the strategies? When are we gonna get the strategies? You're gonna get the strategies when the time is right in the process for you to get them, and part of that is taking time with the planning and making sure that you have everything squared away. Okay? So it's been a great learning experience for me, and now I'm gonna let you meet my two principals. Dr. Saunders and Dr. Warner.

00:35:03

Dr. Werner: Hi folks, how are you? All right, I'm John this is Melissa.

Dr. Saunders: Okay so we've been trying to strategize how we're gonna hold the papers and share the microphone, and do all those different things. So, so we're gonna try to share it this way.

Dr. Werner: Yeah that's what we're gonna do Melissa.

Dr. Saunders: Absolutely, and, and actually oh we're like a team, so actually really part of the point of us talking together is that you will see, you will see, here you hold that, all right, all right. You will, yeah you hold that, you will see that part of what CLC has brought us is the opportunity to really become a true feeder pattern from middle school

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to high school. I am Melissa Saunders, I'm the principal at the middle school, and this is Dr. John Werner, the principal at the high school. And we will share with you today some of that information. I'm gonna let you start John cause you're actually first.

Dr. Werner: Sure okay, well take that little thing. Okay this is gonna be fun.

00:36:00

Dr. Werner: All right first of literacy, talk to the person next to you, two seconds, what exactly does that mean, literacy? Okay be ready to report out, literacy. Are you ready? Thirty seconds, I know I'm always off the notes Melissa you should know that. Literacy what do we mean?

Dr. Saunders: I scripted him and everything.

Dr. Werner: I know I'm going off the thing, talk to your, I know I've got a Confucius thing in here. Okay, anybody in this table want to share what your partners talked about, I'm gonna give you about 30 more seconds. Be ready to share, and I'm gonna go to this table here. Oh no you guys and that table over here okay, not that you guys aren't ready to talk okay. Literacy, are you ready? Go ahead. Communicate effectively, communicate what effectively?

00:37:04

Dr. Werner: Okay so you got reading, would you like to phone a friend over there and ask anybody over in this table here? Yeah, so you got reading, writing what else in literacy? I'm sorry a little louder, speaking, listening. Reading, writing, speaking, listening, right the subjects so we're trying to do all those things, and that's not just in English classes. We all need to be teachers of reading, writing, listening and speaking don't we in everything we do? Make sense? Here is the other thing being a high school principal, being a high school for 20 years as a teacher, assistant principal and so forth, how many high school people are out there? Okay often what you see at a high school generally speaking nationwide a group of independent contractors brought together by a common parking lot. Am I correct? Am I correct? Yeah, I'm correct. I didn't make that up another more eloquent person that I did that.

00:38:02

Dr. Werner: And so that's the tough thing within a high school, and then you try to go middle school to high school where they got their teams, and all these other things, and then you got your independent contractors of the high school. So it's nice to have that seven up, you think that communication would happen well. One middle school, one high school, five elementary schools everything is rosy and sweet in Manassas and communication is great, right? No it's not. Any good relationships involve a lot of communication, and just think what those kids are going through. We, you have eight

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blocks, we have eight blocks, that means they have eight bosses from seven to twelve, okay eight one year, eight the next year just think if you had eight different principals throughout the year for the next six years. Your head would be spinning, that's what our kids do. So when they walk into Mrs. Johnson's class they take notes this way. And then walk to Mr. Smith's class they, they have question form this way. When they walk in this person's class they got worksheets and some other stuff. And so what it does is give us a common language and all those things to be able to do and provides us with not only a good integration across within each one of our schools but vertically as well too.

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Dr. Werner: So as they come up from Metz to Osbourn we do our trainings together as well too, and so we are a team. And that, that transition is so important because statistically freshmen year in high school is the most important year of high school. Cause if they don't pass five or more classes, are successful in algebra or have a connection in their first year, by the end of their freshman year they're seven times more likely not to graduate or graduate on time. The most crucial year of high school, why? That transition is so important; we've already got a mechanism to be able to start building that piece in. So that's why it's so important it's not just a high school thing or a middle school thing, it's a secondary thing in Manassas and across all these school systems that are gonna come up today. Melissa switch.

Dr. Saunders: Okay, that was good. That was good, he kept, you kept, you got back on the script. So just to sort of enhance what John has said one of the things that we enjoy is being the feeder school to the high school.

00:40:02

Dr. Saunders: So the strategies and the routines, the content enhancement routines that our students are learning in seventh grade carry them into the high school so that teachers are able to access that information and remind students and cue students to that information. So they really have that feeder pattern going, and in the process. We are in year three of implementation, so we have been, John has been here for two years and I've been here through the entire grant. So it's been quite an opportunity to see that feeder pattern happen from middle to high school. We have a literacy leadership team at the, for the division and that's comprised of leaders, teachers and leaders from both of the buildings. They meet together regularly and each of our teachers has a lead teacher at the school, or each of our schools has a lead teacher that works with us that helps to keep us on track with quite a few things that helps to collect the data. And that also helps to plan the professional development and the pieces that we use in our, in the integration.

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Dr. Saunders: The leads are really the glue that holds the, the entire program together. I know that we rely on both of ours very much. We believe that the main role of the leadership team has been reviewing the data, guiding the professional development and supporting collegial conversations. And really this team is essential for implementing the process because we can't do it ourselves. We need lots of people. We need lots of depths of and capacity in order to have that happen.

Dr. Werner: Here I'm on the next one.

Dr. Saunders: So one of the things that we had to deal with in Manassas is while we are a small school in a small system we have very large schools. My middle school has seventh and eighth grade students and I have 1,032 kids in seventh and eighth grade, so that's rather large. John has nine through twelve, and he has 2,100 students in his, in his, in his building. That means we have a lot of teachers who need a lot of support through this.

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Dr. Saunders: Some one of the things that we developed early on was this concept of fast trackers, and really the concept of fast trackers was taking those high flying teachers, you know those teachers, the ones who go to conferences and implement right away. The ones who find something on the Internet and are in your office, or in, into someone next door and saying let's try this, let's do that. They're generally the ones that want to jump into everything 100 percent and are really excited about it. So we took that idea knowing that that exists in all buildings and we tapped that resource, and made sure that we provided those basically what we did is provide those fast track teachers with the professional development for the content enhancement routines prior to the rest of the building. So they became an opportunity for others to observe, and for others to go hey what's going on in that classroom, let me try that, let me find out. And then we would provide the professional development in order to enhance what each of the teachers were doing.

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Dr. Saunders: So the concept of fast trackers has really helped in our capacity to move on with the initiative, and to grow depth, and to grow the people who are participating as we go through the initiative.

Dr. Werner: So we have those individual high flyers that basically get pre-trained before the rest of the class, the rest of the class, the rest of the, the staff. Okay, and we have a high school staff of about 140 so we have about 20 fast trackers. They get kind of pre-trained several months before the rest of the staff is gonna train so they can kind of experiment with that. We tell them who, what, who those, everybody knows who those fast trackers are. Those fast trackers advertise and say come by my classroom. That's another important thing, how often do we get in each other's classrooms to see what it

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is, other than some administrator coming by to say are you doing what I'm supposed to do, evaluation all that stuff? You know what I mean? Really to have those, and so we have a mechanism and a reason why to go in there. Why are you in my room today, what's up? What did I do something wrong?

00:44:00

Dr. Werner: That kind of thing, so they're, they're having those, it, it provides us a mechanism to be able to do that and to have those conversations. And it creates that capacity for leadership within the building as well too. It is so important and it has been a very important process for us with regards to in this implementation, and then do follow up coaching. So then we get, then the leadership of the school, us, our department chairs and our CLC leadership team meet with those fast trackers, meet with those other and then the fast trackers meet with those teachers that came by. They have those discussions. The fast trackers report to us and say here are the questions we had, here are the other teachers give us feedback as well too. So when we're ready to implement that with the entire staff we know where some pitfalls might be. We know what we need to accentuate. We know what to make sure that questions that might already happen before they happen, and so that's just a really important piece that's I think been a very great process for, for the both of us.

00:45:04

Dr. Saunders: Okay the last thing that we're going to talk about are the demonstration days. And demonstration days we've had both internal and we're actually preparing for our very first state demonstration day next week, so during the implementation phase we used these in house demonstration days to do exactly what John said. To allow the opportunity for teachers to visit other teachers' classrooms and to provide feedback on what they saw of these evidence of the, of using routines and strategies in their classrooms. So an example would be we all received professional development in using the frame, I heard Diane mention that she talked about that this morning, the frame. And what we would do is identify teachers who were using the frame throughout the day, and either during planning time or during release time if you have that ability we did ours through planning periods.

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Dr. Saunders: We had them go and visit the classroom for three to five minutes, watch the teacher do the demonstration of their frame, and then provide some feedback. We had some key questions that they were looking for and things that they were asking about. One thing that we need to do a little better job of as we're doing those demonstration days is follow up coaching after the fact to talk about the, what people saw. How do we use that in, how do we continue to improve using that practice in our classroom? Bu that's something that we continue to work on as we go through. We also,

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as I said we'll have a, an opportunity to do a state demonstration day coming up next week. Some of the other key pieces of the demonstration days, it's a very safe environment and teachers love to go and visit the other teachers in the building. Middle school probably has more opportunity to talk than necessarily high school; we're all bonded by the adolescents that are in our classrooms.

00:47:00

Dr. Saunders: Whereas the high school is a little bit more segmented, so having the opportunity to, to watch your colleagues doing the things that you've all received a professional development in is really encouraging and allows you to do that in a safe environment. I know I took yours.

Dr. Werner: No that's okay you did a great job, and so like, and so those demo days we advertise those. They come out and they'll be able to do those things. What's unique about CLC and the framework is Michaelene was talking about frameworks and consistency and all those things across the way and that, that is how we kind of deliver instruction in our framework that we use for students. What's interesting, what's really unique about CLC and what it does is what you hear about is constant coaching, feedback. We're also developing staff members within our school to be trainers later on, so once the grant ends we have sustainability and keep that going. But all along the way there is coaching sessions every month because a lot of implementation and new frameworks and new ideas that come in there is a sage on a stage, or they give you a bunch of books.

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Dr. Werner: And they say go ahead and do it, and they give you a PD, or a training if you will on something and then they leave you alone and that's about it. And you're kind of left on your own, this is constant checking for understanding with our teachers. We need to do that with our kids. We need to do that in all different learning environments with adults learning as well too, okay cause that creates that sustainability. That's support there from the state, from Kendal and Diane and all the folks there with CLC that come back and they coach. And we're developing our own coaches internally through our fast trackers, through out team leaders but we also have our help from the state folks that come in and meet with our staff once a week. And we continue to have training sessions after, and after the training sessions then we have coaching sessions thereafter to see how we're, and then you have those demo days where then you can get future follow up. And then there is more meetings with regards to that, and more training sessions, and more coaching sessions.

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Dr. Werner: So it's not just a one shot deal. I hope you understand it and get it, go ahead you're on your own. There is support there and that's what's really wonderful

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about the CLC process, and so our next person is Jocelyn, and she is, I'm sorry? Washburn, and she is from Culpeper County Schools. She's gonna tell you what's going on in Culpeper so here you go, you ready for the mic?

Ms. Washburn: Yes thank you, I don't have a, a partner here to hold my papers or the mic so I'm gonna try to juggle it all, and with the slides. So I think I'm gonna stand over here so I can do the slides myself yeah, and I'll use this. So yeah, I'm in Culpeper and we are in our fourth year of implementing the CLC initiative, and we're in the implementation phase of adoption. I have a visual to help understand my role; it's a little bit unique.

00:50:01

Ms. Washburn: In oh look at that I did the same thing when you go down, you go over how do you get to my slides? Oh okay, all right. Sorry about that. This graphic is to see, I am the CLC coordinator for Culpeper and a SIM professional developer, and I was already a SIM professional developer before we started the CLC initiative and working in Culpeper. So I was there to get us off the ground even quicker before we, we got the grant. And I am a part of the central office, and we have a division literacy leadership team, but I also work very closely with the schools. And so I can help with aligning our initiatives that we have also in Culpeper such as the 21<sup>st</sup> Century Teaching and Learning, Student Engagement and we have in Culpeper MTSS framework that all of our schools implement.

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Ms. Washburn: And the CLC dovetails very nicely at the secondary level and for MTSS or VTSS. So I'm, I'm kind of floating in the middle there between everybody, central office and the schools, and that is a wonderful wonderful job to have to work with students, teachers, teacher leaders, principals, assistant principals and central office members. So we have four secondary level schools and two of them are a CLC site, Culpeper Middle School and Culpeper High School are in a feeder pattern. And my involvement can also help with vertical planning as well. In my role as a coordinator for the CLC initiative I have been able to help lead with the change that we've under, undergone and it really is a collaborative approach as the other presenters have been describing. So working with the literacy leadership teams at the schools and they have their own small groups as well who they work with in the building during their planning blocks to, to lead.

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Ms. Washburn: So as a professional developer I provide professional development sessions and support for these evidence based practices through coaching. In both roles as a coordinator and a professional developer I can serve as an instructional partner to principals.... Okay, so SIM professional development, we had an overview of,

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from Kendal and I want to provide a little bit more details here with the two strands of the strategic instruction model. The content enhancement routines and the learning strategies curriculum, they both have the same goal of improving student literacy and the achievement levels on state assessments and real world content literacy. And they're both evidence-based practices, but they're different from each other.

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Ms. Washburn: The Content Enhancement Routines are teacher lead whole class instruction, and they are part of the level one of the CLC framework, and then the Learning Strategies Curriculum, those are different. They are, the purpose of them are for students to master a strategy that they can independently go use in all of their classes, and so this is a part of levels two and three. So if a student learns it in level three with, in a very intensive model then the beauty of the CLC is then they go into every class and all their teachers are prompting them to use it in their class. So now they can practice if they're struggling in reading to use that strategy across the board, everywhere. Okay, so each school decides in their professional learning plan which strategies and routines they want to include. What this also means is that if a new teacher comes to Culpeper they have no idea what they're getting into.

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Ms. Washburn: Because there is so much to catch up on, and in fairness to the students we, we work very hard to get the new teachers caught up during that first year through a lot of professional development sessions and coaching. Professional development, it seems like the mic is going on and off, but I'm sorry. Try to hold it a little differently. Our professional development it is integrated throughout the school calendar. We have our pre-school week where we have professional development, the school based days they focus on SIM professional development. But we have department meetings where we have a focus on SIM and CLC. We have sessions during the planning blocks as well and after school, before school so it's really integrated and becomes a part of the culture. We also have as we're in our implementation year; we're building capacity we have one teacher who has now become a professional developer.

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Ms. Washburn: And then we have six others who are in the process of becoming professional developers and so the eight of us, we meet regularly so that we can utilize each other for professional growth and to maintain consistency across Culpeper for providing coaching services. Because we have two, two other schools that work on SIM even though they're not a CLC site, and so we have four schools where we can work with as SIM coaches. So you have on your handouts a frame, and if you could take a look at that, that's okay. So what I, during this portion of the presentation one of the, the

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big purposes behind it is to answer this question, how does SIM professional development impact teacher and student learning?

00:56:00

Ms. Washburn: And really it is through SIM coaching. So we have a picture here. I'm gonna tell a story in a few minutes, but I want to anchor it a little bit first. SIM is an evidence-based practice, and in order for it to actually be an evidence based practice coaching must be a part of it. And so when we look at SIM coaching is about providing on-site professional developers who partner with educators to identify and assist with implementation of proven teaching methods with fidelity. So that's, that's, that's a lot there, and the overarching role of a coach is to really build the capacity of the teacher to know am I doing this instructional practice the best I possibly can so that I can achieve the results promised by the research. And so a coach can really be a partner to teachers to try an experiment, and to look at are they making their use of it the best it can possibly be?

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Ms. Washburn: So coaching is not evaluative, it really is a partnership. It's embedded professional learning throughout a teacher's life. It can be in the classroom, during planning blocks, or during planning blocks, and it can really make a positive impact on, on the school culture as well with everyone working together. It is a data point. The literacy leadership teams of both schools look at coaching participation to see how are the, how much are the teachers participating in coaching to improve their instructional practices with the evidence based practice. And within a coaching session we also focus on how do you use data to make instructional decisions? It did take place initially as group coaching sessions, and it always does. Whenever there is a new strategy or routine we have a group session as a follow up, but as relationships build then other individual coaching sessions start to emerge and take place.

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Ms. Washburn: Such as a coach demonstrating a lesson, observing a lesson and then discussing through feedback, or one on one planning. One of the things that for, since we started this that we've struggled with is the idea that everyone associates if I ask for coaching that means I need help. And just in life in general for some reason help has a negative connotation, and it really shouldn't. A human nature we should really help each other, but one of, so one of the, one of the I guess decisions we made one year was how much we were going to emphasize that coaching is a service that teachers utilize for professional growth and making your better best. And it's not help, it is help but it's not that's not, it's not supposed to be like that. Everybody participates in coaching.

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Ms. Washburn: And so one day, the beginning of this school year my son was sitting at the bottom of the stairwell getting ready for his very first soccer game for the season. Now he had played let's see three seasons previous, and he is five and three quarters here. The entire year he was five he wanted to know every step of the way how old am I now, how old am I now? So he wasn't five and five-sixths yet, he was almost there, He was five and three quarters. And he says to me and I'm running around upstairs, mom today I'm gonna do my best, but next time I'm gonna do even better. I stopped running around I was like what? How, how can he think like that? He's five and children have such great insights. That's what I've been trying to say. How do you do that? You talk to someone, I'm a very experienced teacher. I don't need coaching. Well what about, how do you just keep growing and get better? So I asked him, [Deland ?] how are you going to do that if today is your best how can you do even better next time?

01:00:00

Ms. Washburn: And he said, I'm gonna watch the other players and then I'm gonna try their moves next time. Okay, that's the focus of coaching is to really get out there and help each other learn how to be better teachers, and then it forces reflection. It's a, coaching is reflective and to look at your own teaching practices and think how can I become my, take my best and become even better. So it, it is more about professional, professional growth and so that was, that's the emphasis that we really make about participating in coaching. There is an article that's referenced on the very bottom of your frame when educators learn, teachers learn is that what it says? No it does not, students learn, when educators learn students learn and that is where the information of making your best better comes from, from that article.

01:01:00

Ms. Washburn: One of the points in the article is that a best practice can do that by reflecting in teams, and that not just one individual it becomes maybe they're a naturally reflective person and they improve, improve, improve, but as a group everyone is analyzing their implementation together. So we want, we want teachers to participate in coaching, not just you know, I just gave many reasons of why coaching is so important, but also the research. Joyce and Showers' research on the effectiveness of a new training that a teacher may participate in. What level of impact will that teacher have? And when you look at this chart the percentage of participants likely to attain the outcome that the, the new method that they've learned is very low when you go to a, a session and you learn about a study of theory, just have a presentation.

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Ms. Washburn: So your awareness of it, ten percent of the teachers there will have a good awareness and a conceptual understanding of it. The, five percent will have skill attainment but zero will actually transfer it on a consistent basis into the classroom. If

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the presenter gives a demonstration then it goes up a little bit, and if also during the workshop or the session there is time to practice it improves a little bit, and some feedback, low risk feedback. But really impact will not take place until direct coaching is, is present with the evidence-based practice. And so now you can see that 95 percent will have awareness, conceptual understanding, skill attainment and will problem solve and apply that in their classroom that new strategy. So just I want to give an example, a couple of weeks ago I worked with a seventh grade math teacher on a new routine, a question exploration routine.

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Ms. Washburn: And we drafted the question exploration guide, so it's another device. All of the routines have some sort of device, and then they have a routine, a process that they work through. And after we had drafted that device she asked me to come to her classroom and do it with her student for the first time. So I did that, she watched, and used an implementation checklist while I was teaching. And then we got together after school, we used the checklist and we talked about how did it go? Was there anything that, that I didn't do or that we could have changed or done differently? And then the next day she asked me to come watch her during her first block try the exact same routine. I used a checklist and then we got together again and we debriefed, so that's a really thorough process where we were able to do all those different types that you see on your frame. We, we were able to plan it together, and I demonstrated, and I also observed, and we debriefed. So any variation though of those different coaching examples can take place.

01:04:04

Ms. Washburn: So the way the, on your, the device here with the frame the different types of coaching sessions lead to that embedded professional learning and all those characteristics of it. And what's important to leave with is that difference making professional development, it's ongoing. So it's over and over we've talked about when John was up here he was saying how often it's this, and this, and monthly, and coaching, and goes on and on. It's, it becomes a part of your work, and it's as close as home to possible. So we want to grow our own professional developers so it's ours, and it's focused on implementation of evidence based practices. And SIM coaching does make a difference, so that it is a necessary part of an evidence-based practice. So Holly Drake is gonna come up next and talk about level three and four of the CLC.

Ms. Drake: Okay. Hello I'm Holly Drake.

01:05:00

Ms. Drake: I am a senior teacher at Liberty Middle School in Hanover County, and I'm gonna talk a little bit more about levels three and four, maybe. Okay, as Kendal and Jocelyn mentioned level three is intensive strategy instruction and level four is basic skill

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instruction. Level three is where we teach those strategies using the eight stage instructional process, and at Liberty Middle School we do that through our language arts classes. So we determine using data, which you keep hearing that word over and over again that is key. We determine who needs that intensive strategy instruction using data, SRIs, SOL tests, their grades, teacher observation, formative, summative assessments, and our speech language pathologists, our reading coach, our special education teachers do a small group pull out of those language arts classes in order to teach those strategies.

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Ms. Drake: This is the eight stage instructional process, and if you just want to take a minute to look at this. This is what all strategies follow, and we do teach this to fidelity in order to see the results. If you could just turn to somebody at your table and just look at this, and talk about some of the benefits of these eight stages that you see.... Okay what kind of things, what kind of benefits do you see? Maybe there are some familiar words to you.

01:07:00

Ms. Drake: Okay it gradually builds, and I was going to use that word scaffolding. It does scaffold their learning, what else? ...Okay great, gradual release so we have that generalization piece that is so important. So often times we teach something in a content area and we let the students go to their next class and they don't even know to use it in that class. So we teach them to generalize, to use that particular strategy in other settings. Other benefits? Okay you see that we have pre-tests and post-tests also, so we know that students have made growth. We use those pre-tests as well to determine those small group pullouts and who needs that particular strategy so we're just not delivering a strategy to everyone and students who may or may not need it.

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Ms. Drake: And going back to scaffolding you see in five and six we have controlled practice and advanced practice. What's wonderful about the strategies is that in controlled practice students are actually learning the material on their level. So for example I have six grade students who are reading at a fourth grade level, so they learn the strategy on their particular level. And then we scaffold it until they get to advanced practice and they are using materials on their particular grade level. Okay this is just kind of a menu, and there are several missing actually off of this, of different strategies and the needs that they address. And at Liberty we are in sixth grade teaching paraphrasing, and sentence writing. In seventh grade we teach inference strategy, and sentence writing and word mapping, and then in eighth grade we do a lot of embedding of those strategies and teach word mapping as well.

01:09:10

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Ms. Drake: And this is just an example of some data. I worked when I first came to Liberty, I've been there seven years now, I worked with a small group of students during a [Flaxa ?] study block type of time I asked language arts teachers to identify some students who may need a strategy, and this particular strategy was the paraphrasing strategy. And these are students who had never passed a reading SOL before, and you can see that about 60 percent of them ended up passing after eight weeks of instruction. And another key data point is the SRI, I administered it before I taught the strategy, and then after the strategy and asked them to make sure that they applied the paraphrasing strategy to the SRI and I saw significant gains.

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Ms. Drake: All of them, 100 percent of them grew in their SRI score and quite a few of them were pretty significant. The average gain for a year is 186 lexiles and several of them came up above that. Okay, just to move on to level four, this is basic skill instruction. This is where students need perhaps an elective that will address things like decoding, more specific needs as far as in our case reading is concerned. And we do have Read 180, Wilson Reading, and we also offer Fusion now. We're in our second year of Fusion reading, and I'll give you a little bit more information about that after we talk about level four. As far as our criteria for level for placement, again we're going back to data. We look at our students and their needs based on SRI, their SOL scores, teacher feedback.

01:11:08

Ms. Drake: We use child study results, Wilson Reading is targeted mostly for our special education students, although some of them are in Read 180 as well. And those classes are offered through an elective.... Okay several of you probably already know a little bit about Wilson and about Read 180, and I just wanted to talk a little bit about Fusion reading. Fusion is a relatively new program through Kansas, and we are teaching it in sixth, seventh and eighth grade. Again it is an elective class, and it is a very intensive reading program, very intensive prescribed. It really benefits those students who need that direct instruction.

01:12:01

Ms. Drake: Read 180 doesn't really provide as much direct instruction as Fusion does. So we just kind of decide, okay which of our student would benefit more from that direct instruction versus those who may thrive in a Read 180 environment. This is an example of a lesson plan. Again it's pretty prescribed, we are teaching it through a 90 minute elective, and each class starts with a, a warm up. And we move into this time of thinking-reading, and that's where we all read together the same novel, we read it aloud. And the teacher starts out by modeling that thinking-reading time, and you pause throughout your reading to demonstrate reading strategies as you read. And eventually

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the students do begin taking over the thinking reading time and pausing and making those connections to the reading.

01:13:01

Ms. Drake: Then we have 40 minutes of explicit instruction. At the beginning of the year we really start out with classroom procedures. We lay the groundwork. We currently in my classroom are doing the bridging strategy. We just finished the prediction strategy, and again these are reading strategies that the students will hopefully generalize and go out and use in their other content areas. And then you have 20 minutes of vocabulary process where students break down vocabulary words, they learn them in context of a sentence but they also break it down based on the word parts, prefixes, roots and then we have a five minute wrap up. This is a quick glimpse, I'm sorry. Did anybody have any questions about this?

01:14:00

Ms. Drake: Okay, you're welcome. This is an example of some data that I've pulled recently. I have only taught Fusion for this first semester, and this is the data based on three-minute reading assessment, their fluency. Which the majority of them made gains if you can see that, and then SRI at fall and winter about 60 percent of them made gains in their SRI. So I'll re-administer that SRI again, and we'll begin looking at students, placing students for year two because I'm teaching, currently I'm teaching the year one. So some of these students may move on and some may not. Any questions? Okay Deepa is going to speak with you about level five and her role as LP.

Ms. Aier: Thank you.

01:15:00

Ms. Aier: I'm just gonna, oh sorry. Hi, speech language pathologist at Manassas City Public School. I have worked there for the past two years now. Do all of you know the speech language pathologist in your school? Yes, yes, have you had an opportunity to interact with the speech language pathologist other than her sticking her head in and saying I'm pulling this kid out? Who is she? What is she doing in my, in my, she's interrupting my instruction, I know. So, so I, at Manassas I interrupt instruction very often, it's called planned interruption. That's what I'm convincing the teachers it's the right way to do, it's the way to go forward in the 21<sup>st</sup> century. So if you look at the back of this handout that you have, so you will see CLC has five levels.

01:16:00

Ms. Aier: And we talked about level one, two, three, four and five is very you would think the speech language pathologist really focuses her attention, works with students who have speech and language issues, with IEPs who have difficulties, language

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underpinnings. You know, they're unable to comprehend or interact with those language underpinnings of any content that we are trying to teach. Now though this is the case and that's traditionally been the case we really want, if you want to really effectively implement instruction in our classroom it would be vital to have the speech language pathologist integrated across all five levels. Meaning from regular education to special education so that the whole to, to have the speech language pathologist be accessible to all students, and why is this important? So, so language is really the foundation for every skill the student is trying to acquire in school.

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Ms. Aier: Including higher order thinking, listening, speaking, writing as someone said what literacy when we think of literacy now we are thinking of communicative competency. So really in the 21<sup>st</sup> century we really expect our students to be communicatively competent, and this becomes, and so when they come to middle and high school the language expectations and the demands exponentially increase. What do we expect students in the secondary education not only to be able to read, but to be able to interact with the complex texts that they are reading across different subject areas as Dr. Werner said, you know, eight different bosses, eight different ways to do things. You know, lots of different subjects just keeping track of the whole thing is very, and to be able to interact with those different texts, to be able to look at words and of course not become too afraid.

01:18:01

Ms. Aier: You look at big words and you like freeze, and to be able to determine its meaning, interpret its meaning within that context and across different contexts. And to not only internally process this, but 21<sup>st</sup> century really expects students to demonstrate and discuss this understanding, to be able to meaningfully participate in discussions within and outside the classroom. So over the past two years, so the speech language pathologist really brings in immense language expertise, and when I say language expertise it's a deep understanding of how language functions irrespective of what language is being spoken. Understanding the mechanics of how language, another form, function and use of language, and the ability to look at student performance, teacher-student interactions, teacher instruction and to be able to scaffold student and teacher success.

01:19:07

Ms. Aier: Whether it's in special education or regular education, so language expertise is what the SOB brings in, and is a unique feature that we should capitalize on if we want to make our students successful. So over the past two years as I was thinking, oh you know, how shall I distill this information of the things that I have tried an attempted in the, in the school? Other than providing level five therapeutic intervention, so I do see

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students with speech and language issues, I thought the concept diagram would, would summarize for it, summarize this whole thing for us. Now it looks overwhelming, lots of text, so the concept diagram is really a content, and it's part of the concept mastery routine.

01:20:01

Ms. Aier: And it's a part of a content enhancement routine, so it's done by teachers, the history, geography any, any class where you, where the teacher feels that there is a concept that needed deeper understanding an analysis, discussion, and it's usually not completed like this and provided to the student. So it is co-constructed, so never is any visual organizer given to the student completed like this. Then there is passive receiving information. We are, you know, so this is really not the ideal way to do this, so we will have co-constructed this together. But in the interest of time, so what is the concept that we're trying to analyze deeply? It's SLP across all five levels of CLC, which is SLP, being available to every student in the, in the school. And what's the overarching concept? That intervention for secondary, for middle and high school students it's not too late, you know, language intervention is required, and needed, and will help students in the middle and high school.

01:21:05

Ms. Aier: And that language is really the foundation for any literacy success that we can expect in school. Now some key terms, so if you see the boxes are numbered, yes? You see one, two, three, so let's just go to three some key terms. So you've heard collaboration, collaboration is crucial for any success, and how does those collaboration look? So I thought we will just build some background knowledge, you know, so just as with any, so I thought I'd show you a video of how does a conversation between a speech language pathologist and a teacher look. So this is a world geography teacher. She came to me because she was concerned about a student in her classroom not achieving; she's not understanding the content in the classroom. And she does have a IEP, and the IEP does state that it has speech language services. So we did start the discussion because of level five, so it was sort of like a level five collaboration that first started.

01:22:05

Ms. Aier: So what did we see immediately, pro-activeness on the part of the teacher to be, to come out and seek the SLP support, and it required conversation. So what, what do these conversations look like? And I'm just gonna play.... I hope it's loud enough

[Video - See Ms. Aier's PowerPoint presentation]

01:23:00

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Ms. Aier: ...Oh sorry, I want to pause there for a second. So, so something that we face, yes teachers know that their students have difficulty. But they don't know how to go about figuring out, break, unpack that situation, and so the speech language pathologist is a great resource to be able to see why is instruction not becoming accessible to this student versus, you know, the same instruction is accessible to one but not the other? So to just unpack that is really vital.

01:24:01

Ms. Aier: It starts oh, so we just move it a little bit forward then.

[Video - See Ms. Aier's PowerPoint presentation]

Ms. Aier: I'm sorry can we move it forward, okay yeah.

[Video - See Ms. Aier's PowerPoint presentation]

01:25:00

Ms. Aier: ...Okay just pause there for a second. So understanding teacher's style because each teacher has a different way they provide instruction, each teaching style is different. So the speech language pathologist really needs to understand what is happening in the classroom and build that relationship with the teacher. So this really was a 45-minute conversation that I just edited down to seven minutes, but it, it takes detailed understanding. It takes a lot of back and forth, it takes collaboration yes, thank you.

[Video - See Ms. Aier's PowerPoint presentation]

01:26:00

Ms. Aier: ...So we, we analyze the, the tests and, and the slides.

[Video - See Ms. Aier's PowerPoint presentation]

01:27:00

Ms. Aier: ...So time, yeah and we looked, our conversations really helped the teacher understand that there are really patterns in her vocabulary, her discipline. So there were a lot of [-tions and -isms ?] that she discovered with me, I mean you know.

01:28:01

[Video - See Ms. Aier's PowerPoint presentation]

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Ms. Aier: ...So we can, we can do one thing we can just move it forward to the classroom. So, so it was the first meeting that I had with this teacher, just we just pause it for one second. So it was the first meeting that I had with the teacher. She came in with a question regarding one student, but the conversations really lead to amazing collaborations in the sense she said it would just be so useful if I would just come in and do a lesson on, in just deeply understanding the vocabulary in her classroom for the whole class. So the level five sort of changed and morphed into level one collaboration, and this is just a two-minute example of how I sounded in the classroom.

01:29:00

Ms. Aier: Now it's the first time the students are really seeing me so it's just, and they have never been video taped before. So I, I thank the teachers and the children to really you know, go through these processes and be game.

[Video - See Ms. Aier's PowerPoint presentation]

01:30:00

Ms. Aier: ...They were preparing for a test the next day, so.

[Video - See Ms. Aier's PowerPoint presentation]

Ms. Aier: So making patterns explicit, explicitly understanding discipline specific vocabulary is crucial.

[Video - See Ms. Aier's PowerPoint presentation]

01:31:00

Ms. Aier: ...So I spent 20 minutes in the classroom. It was the last 20 minutes they were having a test, the teacher said it would be really useful to show these patterns to her students, and then we went ahead and, so she's the content expert. She told me that these vocabulary words are really crucial, and we went ahead and used another routine called the Links Routine where we deeply analyzed each word. For example linking the new word to what they already know through a picture, connecting it with a story.

01:32:02

Ms. Aier: So, and also teaching them how to review, it's about how do I interact with this, with these new words and how to I internalize it and integrate it. And so it was really beautiful. These are the kinds of relationships I'm trying to build in the, in the school. So really coming out of the box and not only watching, not only providing services who require speech services, but to be able to go out in the classroom is really really exciting. So just if you look at number four, so things that are always present,

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collaboration, planning, and every decision on what to use in the classroom is data-based and it's individualized. So really, being really deeper, and so this has lead to collaboration across general education, special education, and actually went across districts where I connect with [Mr. Silman ?] in Culpeper because I watched him during a demonstration day.

01:33:06

Ms. Aier: So these kinds of collaboration across districts and across professionals is what CLC affords us to do. Next we have Donald who is gonna talk to us about collaborative leadership. It's this one.

Mr. Latham: Good afternoon. I am in my eighth year with the content literacy continuum. We originally started, we were one of the first two schools. Tom spoke of that when he spoke this morning on Botetourt County and Hanover County. So we have, we've come to the point where we're not, or have been self-sustaining. And that was the original purpose of the work through the department and Kansas University is to bring a site to where they could sustain themselves, and basically one of the biggest changes that I've seen is that collaborative leadership.

01:34:04

Mr. Latham: We have a literacy leadership team, you've heard that from the other schools and people that have been up here today. Basically I have right now six SIM Pd-ers, some are dual endorsed in content enhancement routines and learning strategies. I have four that are in the process of, and on that team I have about four or five other people that participate in coaching. I have my SLP, but I also have my former SLP because she's my librarian, so I have two SLPs really in the building that I get assistance from. And that group works together, and that's a true example of collaborative leadership where we use the data that we harvest and gather, and they come to me and, with suggestions as far as what we need to work on. And I'll talk about cycle of impact in a second, but I just want to go over a few other things with this.

01:35:04

Mr. Latham: When we talk about that shared decision making it's not that I give up the ability to make decisions or that I'm just sharing it, it's based on the data that we collect. And in this process we have an online walkthrough tool called Hoxie through the University of Kansas. And that enables us to do three minute walkthroughs, it enables us to go and look at the implementation with fidelity of the devices that are being done. It also allows us to keep track of our coaching sessions that we do, and also it gives us a venue to input our collections. And our collections are a couple times a month we'll say that today is a collection day, so whatever device that you're using, strategy or content enhancement routine you provide a copy of that. And then we go and we put

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that information into Hoxie and it gives us feedback. So the few things that I've just said to you are very specific to sites.

01:36:02

Mr. Latham: But I'm trying to illustrate for you that it shows us a picture of what's being done in the classroom. When we look at fidelity we can tell if the [Q-Do ?] Review Process is being implemented properly, if they're using the eight stage instruction process, and then when I talked about data we take that data, we share that out with the staff and that's what we focus on for professional development and for coaching. And that's all part of that collaborative leadership with this team and also the team is open to any other teacher that would like to come in and sit and participate. And we make means for all teachers to be there because you don't want it to appear to be an elitist group of teachers that's just making decisions. So you got to be very careful to be inclusive, next. This is called the cycle of impact, and it's something that probably all of you have at your schools it just might look a little different, it might be designed a little differently. But if, if not then it kind of can ground you as far as when you talk about your professional development.

01:37:05

Mr. Latham: And that's conducted by our SIM professional developers, it's about a two year process to complete that, and it's an update every two years that they have to go through. And then you look at your coaching that's also provided by your professional developers and your teacher leaders. Your coaching should be on what you're provided the professional development on; you've already heard that from John. He talked a whole lot about we just don't do it and leave it, that you get that support with it, and you continue and then Jocelyn also showed you the slide as far as the effectiveness of that. So when you look at the coaching and then you come back as far as evidence based decision making, it's student achievement data, both formative and summative assessment, and the real time data or the fidelity of the frequency. And I just talked about that with the walkthroughs, I said it really gives us a good picture of that. And also you have all of the other benchmark SOL, SRI testing that you throw in this.

01:38:03

Mr. Latham: So you look at all this information and then you walk up and you share everything out. We usually share at faculty meetings every six to eight weeks, so they know out when we're coming in to do these walkthroughs. As of our last reporting we weren't seeing [Q-do ?] review, we weren't seeing the eight stages, we weren't seeing, you know, we can list or we'll tell them what they were seeing and then how they need to build upon that. So that cycle just continues with the staff, and it just builds on the effectiveness of the instruction. Also part of that cycle is that we've also surveyed our students in the past, and we have student panels. So we've asked the students what

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works, what's effective? Is it easier? How do you learn? What do you learn best with? And then when we have demonstration days we have those student panels, and I think that's been one of the highlights of our demonstration.

01:39:01

Mr. Latham: Where you actually can come and you can ask the students, and the students will be very honest with you. They'll say basically we learn best when we do it with the teacher. If she fills it out and gives it to us we don't remember it as well, okay or we won't retain it as long. And that's a very simple thing but it's, sometimes it's a very difficult thing to get them to do. Also part of what we've done this year is we've moved into sustaining is that you know, we have a new teacher evaluation instrument in the, in our commonwealth. And it's got the seven standards, so what we did is we took that instrument and did a crosswalk with SIM, and that's the learning strategies and content enhancement routines. So what we were showing is how you can use content enhancement routines and learning strategies to meet the seven standards of the new teacher evaluation. Now in this coaching session that you're gonna see, and I had to write this down, give me one second. There is just a few things to look for, because I've had to look at it a couple of times myself when I got it from the two of them.

01:40:02

Mr. Latham: It is a coach, the lady sitting on the right, that's a math teacher that's in the back. Pay particular attention to how she's talking about using content enhancement routines as artifacts to build her PGP. All right, in addition she'll talk about a task that she conducted with her students prior to starting her next unit, and the information that she got from that task and how it changed what she did and how it enabled her to co-construct the bubbles on the unit organizer, and how it engaged the students differently based upon the information she found by doing the task and having the conversation before that. And if you have any questions about it I can talk to you, but just kind of listen to it real carefully but, and also focus on how many of the strands that the routines can fit into to satisfy the artifact in the PGP for the new teacher evaluation.

01:41:08

[Video - See Mr. Latham's PowerPoint presentation]

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01:46:00

Mr. Latham: ...And this is just an example of, of where we've transformed ourselves too from the very beginning as far as starting out with the whole content literacy continuum. And now this year when the new teacher evaluation instrument came out we saw that it fit very nicely with SIM. And we were able to do that crosswalk on the actual evaluation form with the seven standards, and it really did increase the use, implementation and fidelity, the quality of the fidelity with my teachers in the building.

01:47:02

Mr. Latham: Because they had a great ah ha moment and said, you know, it's all right here for us. So the eight stage instructional process is great for our smart goal, student engagement, instructional delivery, instructional planning it's, it's all there so it really has helped a great deal. And this was not scripted, I simply told them I need a coaching session and they said, we'll bring you one back in a week. And they showed up with this. There was two of them, this was the shorter one, so, and we literally increased our coaching sessions at the beginning of this past year to almost 300 in about 2 months because they knew smart goals were coming. They had to sit in, they had to be able to go over it, it made my life so much easier because my meetings were ten and fifteen minutes rather than an hour and come back in two days and explain that to me again. So having those coaches, having built that base and deepening the bench, you know, so to speak where I have six that are certified, four that are on the way to being certified and then the other people that are on that literacy leadership team you know, is crucial to what we've done.

01:48:10

Mr. Latham: And the process has certainly worked it ways through that we're a self-sustaining site. It is part of our school improvement plan, and if you have any questions I'll be glad to answer them. Diane. It is warm in here.

Ms. Gillam: Well my first words are that's a hard act to follow. So what I'd like to do is everyone give them applause, I think they all deserve it for the work they're doing. Notice I said the work they're doing cause they're not done, and you know, I would like for us to take just a few minutes to answer any questions. I'm going to start off with just kind of the reflection that I've had as they were going through their presentation.

01:49:02

Ms. Gillam: And I'm gonna have you look at your advanced organizer note sheet, and the title says the content literacy continuum, a complex ecosystem. And that word was very purposeful and planned, because it is a community, and that's what an ecosystem is. And another analogy may be a well-oiled machine, but I'd rather use the ecosystem because I really am committed to the community, the collaboration, and also the change

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that I see going on at every level of the work that we're doing. What I'd like to also say in summary or just kind of a few broad pieces that I think that they have brought forward, and that is that CLC yes is a framework, but I would say an ecosystem that really provides at all levels definitions of the roles and responsibilities for all educators.

01:50:02

Ms. Gillam: And I think that was well represented today. The other point that I'd like to make is that this, the CLC allows us to determine a continuum of intensity for ensuring success for all students. And then finally that the CLC does provide for us an integration of a variety of literacy improvements, and if you do ever have time and place what may not have been captured as loudly here today but does have a strong voice and that is the work that we're also engaged with, with students that are at the AP level, or at the advanced level. Because they are also benefitting, and again a reflection from this morning when I stated that with literacy instruction that it is our practice that we also feel that those students, the advanced student also needs to be benefit from literacy instruction.

01:51:03

Ms. Gillam: So at this point I'm gonna take you back to that notes sheet, and ask first of all if there are any questions that you would like to pose to this group up here, I've worked with them for many years now and I can tell you there isn't any question that is too small or too large. In other words they are open and receptive to any questions or comments that you might have. Can we bring the mic back there to you? And you know, one of the key things is when you ask a question like that as we all know in our classroom we have to give wait time. Because there is a lot that you've been exposed to today, and to try to you know, kind of sift through and come through with that question or that thought it takes time.

01:52:01

Respondent: I'm just thinking about the levels for RtI, I heard tier one, tier two, tier three, the level five with where you involve the speech and language pathologist, which tier? Is that tier three?

Ms. Gillam: Deepa I'll get us started, and then if there is anything else you want to respond to I'll hand it over to you. So what is unique about the role of the speech language pathologist with the content literacy continuum is they are at all five levels. So we have in place a workload, but we also do recognize of course that they, she has a caseload. So that's not in anyway minimized, but they actually work at all levels. Yes, so an example, you know when Holly, she just left, was talking about learning strategies? Some of the strategies and some of the students with language impairments they really almost need a mini, an M-I-N-I strategy to be able to get them up to speed to be

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engaged at the level that we had initially thought when we were gonna place that student with a learning strategy.

01:53:18

Ms. Gillam: And sometimes it's only a matter of two to four weeks that we get in there and work with them. One that comes to mind is paraphrasing, so we know that they can really benefit from that, but we're trying to work with them at a sentence or paragraph level. And it might mean that we need to start at the word level, so will work with them intensely in that area and then they'll be ready to go. Does that help? Okay yes.

Respondent 2: Who does the PD on that? Would Holly conduct the PD on that, I'm asking the question who conducts the professional development on that?

Ms. Gillam: On the learning strategy, well in this case yes because she is a certified SIM professional developer in learning strategies.

01:54:01

Ms. Gillam: Yeah.

Respondent 2: All right thank you.

Ms. Gillam: The devil is in the details.

Respondent 3: I have a question actually the, the people that I wanted to ask left, but I think everyone else probably has an idea too. How would you use SIM to have, to meet indicator seven of the teacher evaluation? How are you using SIM for, to assist with that, and maybe it's Jocelyn might know that I'm not sure, for student growth?

Ms. Washburn: ...Well many teachers actually wrote their student growth goal in reference to the scholastic reading inventory results with the lexile scores.

01:55:03

Ms. Washburn: And so those teachers who were able to make a direct impact on students using the learning strategies curriculum, they had that in there as one of their methods and using the paraphrasing or the inferences strategy. And they would use the lexile scores for their growth as one of the measures, and they would use a secondary measure of inside program data depending on what type of strategy they were using. There are other teachers though who use the routines if they had a certain routine to show evidence of using a different routine on a certain area of their curriculum. So if they have, you saw in the video with the coach and they were talking about their course organizer, and the teacher had honed in on one particular question. So there is a social studies example of a teacher who wanted to improve the results on the SOL in regards

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to rivers, something in the SOL that was very specific. And so they were able to use certain routines to help focus just on that one area and show evidence, that was the evidence based practice they were using to improve the data in that area.

01:56:09

Ms. Washburn: But it varied, everybody handled it a little differently, and I think those coaching sessions that Donald showed us, that's just amazing that they all did all of those coaching sessions to help make those connections.

Ms. Gillam: One of the outcomes with that particular coaching session that teacher actually had participated in a SIM professional development, which was, well I'll go back. Those two people in that particular video, it was a math teacher who also serves as a math coach. And of course the SIM professional developer. Previous months they had conducted a professional development just for math teachers, and one of the outcomes was because they have noticed that there really is little to no co-construction with the unit organizer.

01:57:01

Ms. Gillam: So tackling that as well as trying to become more efficient with formative assessment, what they have put in place is now they collaborate six grade level, seventh grade level, algebra, and I think there is even a geometry teacher. And they select a task to launch each unit for math, and in doing that that's really a formative assessment tool because watching the student work through that task they're able to see the continuum of learning that's in that room. And then they come back together and talk about what is that continuum of learning with their students? One of the things that Donald shared but I'm not sure you picked up on it was that it was actually an acceleration with this particular unit that this teacher was working on. And so that is not uncommon, that is a benefit that we do is that using the co-construction process and using the unit organizer as a formative assessment you can in a lot of instances fast forward.

01:58:11

Ms. Gillam: You can move ahead, one of the interesting pieces is that teachers are a little bit hesitant about doing that because they have to or they think they need to show that they covered it. And so they kind of now give each other the nod, it's good. Go. You don't need to do it, you have the evidence right here they've got it. No reason to spend the time on it, move. So that has been another outcome of the work that they're doing, and we're continuing to keep an eye on it. Anyone else? Well we certainly don't want to make you late to the door, so we appreciate your attention and your participation. If you would like to have further conversation you can certainly contact us.

01:59:05

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Ms. Gillam: And I'll leave up my contact information for you to look at, it's just dgillam@ku.edu, and one last connection that we'll make for you when you can't go to sleep at night is if you want to there is, Kendal you want to fast forward to that literacy plan? Here is the link to the Virginia State Literacy Plan, and this actually came out in a sup's memo last year. Correct Kendal? I've lost track of time, and so if you would like to look at that document there are some items where you'll see connections made with the work that we have presented with you here today. So again thank you again and best wishes for a wonderful year ending.

02:00:00

Ms. Hunt: When I had spoken earlier about how important it was to build your vision of what you want to have happen in your strategic plan and in your ongoing process for change and improvement, the fact that the state has built this into their strategic planning process speaks to the commitment that the state has for this. And I think that's important to bring back to you divisions, and also I just really want to encourage all of you when that little memo comes out in terms of the demonstration sites, already start talking. If this is something your students really need already start talking about taking a team of teachers because the first, that was the first step for us was to go to, and go and watch this, and see it, and hear the kids' voices about how it's working for them.

02:01:04

Ms. Hunt: The demonstration events really sealed it for us, and I think if you can get to that and really get in a school, when you can get in a school and see it working that that really helps you know how to create the vision and the thought process back in your own school. So I really encourage you to think about that.

Ms. Gillam: Okay that's it, that's a wrap. Thank you.